# Just In Time Quick Check

## Standard of Learning (SOL) K.10c

**Strand:** Measurement and Geometry

### Standard of Learning (SOL) K.10c

***The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.***

### Grade Level Skills:

- Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space.
- Describe the location of one object relative to another, using the terms *above*, *below*, and *next to*.

### Just in Time Quick Check

### Just in Time Quick Check Teacher Notes

### Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
  - K.10abc – Shape Detectives (Word) / PDF Version
  - K.10bc – Secret Shape Pictures (Word) / PDF Version
- VDOE Word Wall Cards: Kindergarten (Word) | (PDF)
  - Above/below
  - Next to

**Supporting and Prerequisite SOL**: K.10a, K.10b, Foundation Blocks for Early Learning: Standards for Four-Year Olds – 4d*

*This links to the prerequisite standards found in Foundation Blocks for Preschool. Just in Time Quick Checks have not been created for Foundation Blocks.

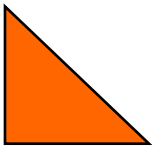
## SOL K.10c - Just in Time Quick Check: Student Interview

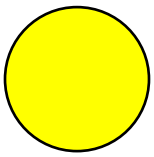
1. Print the shape page, place in front of the student and ask them to point to:
    - each circle
    - each triangle
    - each square
    - each rectangle
2. Show the student the shape pictures below and ask the following questions.
    - Ask: Where is the triangle located in relation to the circle?

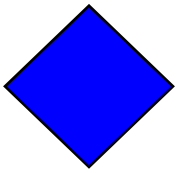
      Student's response: _____

    - Ask: Where is the square located in relation to the circle?

      Student's response: _____

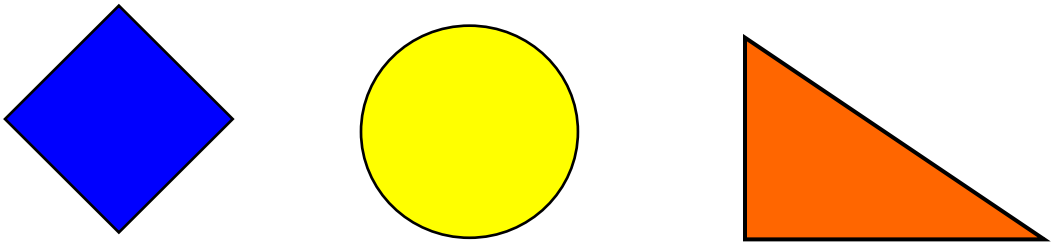




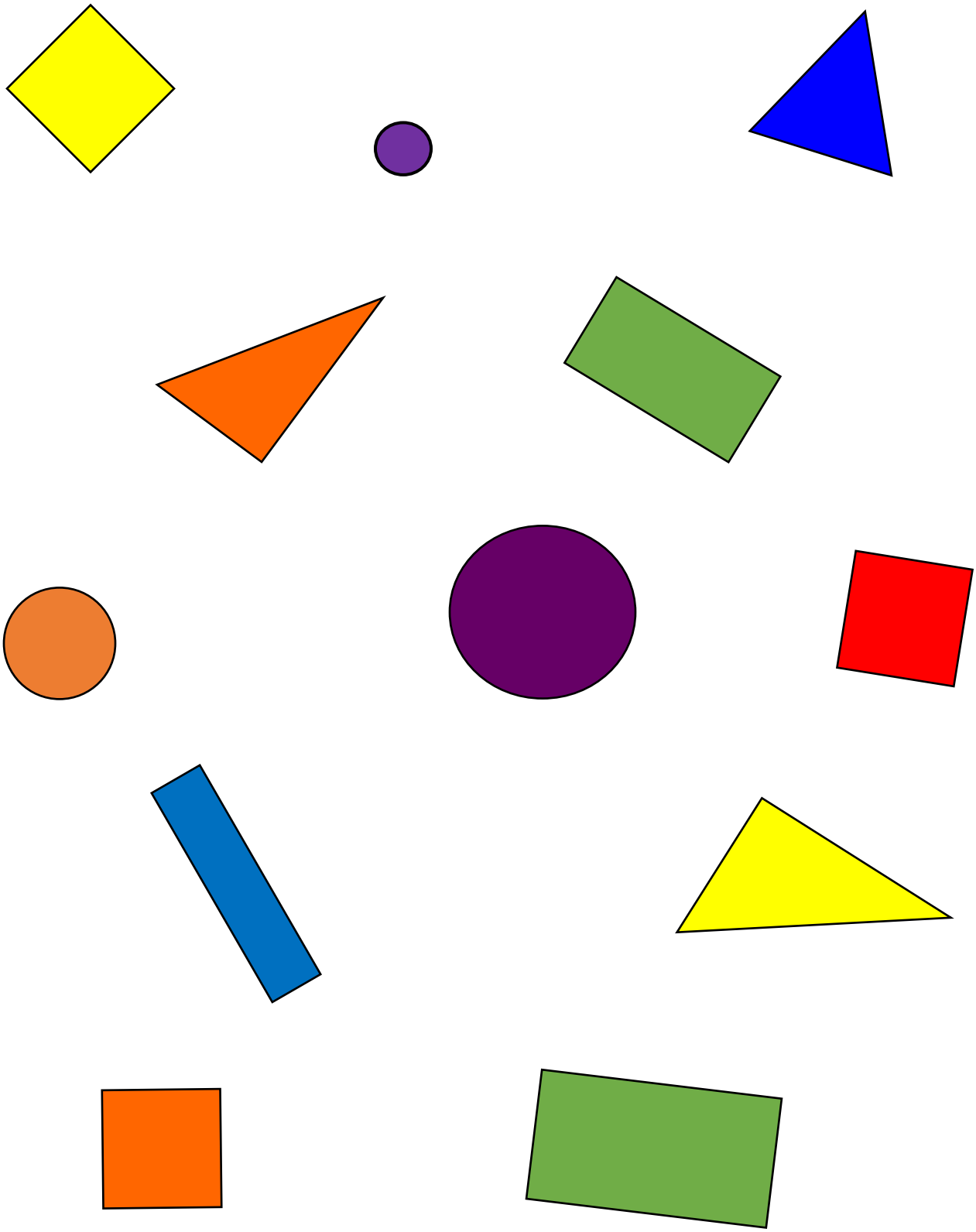


3. Direct the student to look at the shapes below.
    - Ask: Where is the circle located in relation to the square?

    Student's response: _____



**SHAPE PAGE**



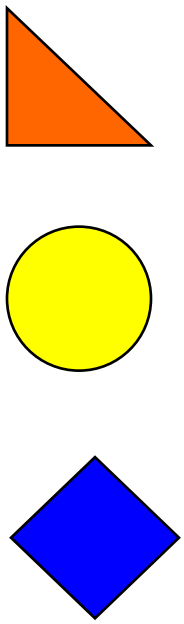
# SOL K.10c - Just in Time Quick Check Teacher Notes

## Common Errors/Misconceptions and their Possible Indications

1. Print the shape page, place in front of the student and ask them to point to:
   - each circle
   - each triangle
   - each square
   - each rectangle

   *Some students may identify rectangles as squares because both rectangles and squares have four sides, or they may not identify the triangles that are not equilateral. Students would benefit from additional activities and games that focus on identifying plane figures in different orientations and describing their characteristics (i.e., I Spy, Shape Hunt, What's my Shape?). The use of concrete models or real world examples is suggested.*

2. Show the student the shape pictures below and ask the following questions.
   - Ask: Where is the triangle located in relation to the circle?
     Student's response: _____
   - Ask: Where is the square located in relation to the circle?
     Student's response: _____



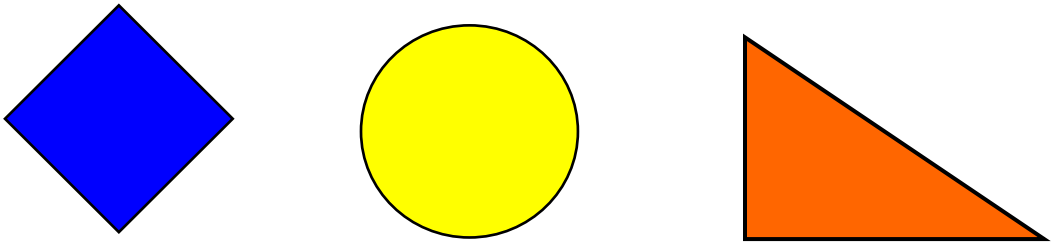
*Some students may be unable to describe the location of the shapes using the terms above or below. Students who struggle with these terms will benefit from frequent opportunities, including physical activities, to hear and utilize*

*these terms during their day. For example, a physical activity to build understanding of these descriptors might be playing a game such as "Simon Says" and having students hold a shape above their head or below their neck, etc.*

3. Direct the student to look at the shapes below.

   - Ask: Where is the circle located in relation to the square?

     Student's response: _____



*Students who are unable to use "next to" to describe the location of one object in relation to another will benefit from additional opportunities to place things "next to" one another. Have students stand "next to" someone else or place an object "next to" another object will be beneficial. Engaging students in movement activities or activities during which they move real objects will strengthen students' understanding and their ability to utilize positional terms appropriately.*